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Pupils' motivation as one of the indicators for self-evaluation in the school

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Abstract

The quality assessment of the school is absolutely necessary. In the latest period the best quality indicators and standards have been made by those who are credible for defining and use of the self-evaluation within the schools.

This research had an aim to give an answer to the question: how can the pupils' motivation as an indicator of the self-evaluation help the teachers to measure the value of their work in the school.

The research was conducted in the primary schools of the city Bitola, R. Macedonia. By regular self-evaluation the teachers will notice a significant progress in their work.

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1. Introduction

The self-evaluation has been verified as the best approach for providing quality in the education. It became a component of the activities for quality evaluation in an educational institution or in the educational system of a country.

In every school the self-evaluation should be permanent process on which basis the school staff and the pupils will evaluate their success, and they will evaluate their relation to what they achieve. With every new data of the self-evaluation the vision of their institution will become clearer.

The factors in an institution without self-evaluation of their work can only guess, anticipate or can have wrong opinion about the quality of their achievements, whereas by the self-evaluation they get an opportunity to perceive the everyday work in order to make a critical analysis.

The educational institution can use the awareness got from the self-evaluation for different purposes. These senses contribute for improving the educational quality, and they help the institution on their basis to plan its activities, to keep the positive and to remove the negative sides of its work.

The self-evaluation doesn't interrupt the normal course of the school's work. It can be an integral part of the school life, to focus on what is the best for the teachers, the pupils and the parents. The respondents should literally

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give correct data which will be authentic to the given task and available for everyone. With this, their responsibility for the quality of their own work increases, and the self-evaluation will satisfy the planned aim. They are challenged and motivated for better working and introducing changes that will bring better quality.

The self-evaluation is important because the school subjects get known with the work, the conditions for work and with the results. The same participants in the self-evaluation then will need to realize corrective activities which will lead toward quality improvement. The most important is that they have the feeling of control in their hands and that they are the ones that the future results depend on. That intensifies their inner motivation for work.

The self-evaluation according to the size can comprise the whole school (general) wherewith we get broader picture of the whole work of the school, or partial. The partial self-evaluation is oriented more detailed toward certain categories. It can refer to only one field or to part of a field (for example: it can do evaluation of the vocational improvement of the teachers; of the pupils' achievements; to the institution's management; to the cooperation with the parents and the local community; to the pupils' activities etc.). Very often, subject of the self-evaluation can be some current problem.

One of the indicators for self-evaluation is the pupils' motivation.

If we talk about the pupils' motivation within the school the first thing we think about is the fact that the first factor who motivates the pupils is the teacher.

Many researches have been done about the teacher's relation with his pupils, their cooperation, their communication...

The quality teacher carries a whole repertoire of connected skills that manage the class effectively. Here is included the teacher's ability for using the time and the space in connection with whether they should use frontal work, group work, individual tasks or a combination of all of these. Then he should be careful and should forecast the negative phenomenon, he should incorporate good relationships with the pupils, colleagues, the school's principal and the pupils' parents, he should set rules that will improve the work and the teaching, he should prepare the plan for work, he should let the pupils to create the work in the class etc.

It's very important for the teacher to be self critic and to learn from the mistakes, to use positive language, positive expressions in his interactions with the pupils, to insist the atmosphere in the class to be positive and oriented to learning.

The teachers feel good when they're let to teach and they feel warmth for the pupils when they are motivated to learn; and the pupils want to learn and accept the teachers who manage to help the learning.

2. Methodology research

This research had an aim to answer the question: how the pupils' motivation as an indicator for self-evaluation will help the teachers to measure the value of their work in the school.

According to the subject and the aim of the research the following hypothesis were set:

1. The teachers, the pupils and the parents think that the pupils (without extra classes) can't answer to the requests on the tests, control tasks and the oral checks.
2. The pupils are informed enough about the extracurricular activities organized by the school.
3. The optional teaching classes are interesting and attractive for the pupils.
4. According to the teachers' opinions, there is a process of continual following and evaluation of the pupils.
5. The teachers impel the pupils on independent acquiring knowledge and skills.
6. The parents think that the extracurricular activities are not compatible with the pupils' interests.
7. The parents think that their children don't decide willingly whether they will participate in some section.
8. The parents' and pupils' attitudes differ in whether the extracurricular activities in the school take place in a specific time that doesn't cover the classes.
9. There isn't difference between the parents' and pupils' attitudes according to the question how interesting and attractive are the optional teaching classes for the pupils.

This research was oriented to the pupils' motivation for participating in competitions, sections, optional and extracurricular activities and how much motivated are they to acquire extra knowledge and skills. There were used scales of evaluation (for the teachers, the pupils and the parents). Through them we found out how motivated the

pupils are for participating in contests, for visiting extracurricular activities, how introduced are they with the extracurricular activities organized by the school, whether the pupils are conscious about the usefulness of the school sections, whether the optional classes help the pupils to enrich and to improve their knowledge, whether the teacher motivate them and help them to prepare for contests, whether the teacher uses different forms, methods, teaching aids to motivate the pupils to better work, whether the teachers motivate the pupils to use extra literature etc.

The research was conducted in the primary schools in Bitola, Republic of Macedonia. For this research were used check lists, scales of evaluation and analysis of the pedagogical documentation. The data were quantitative and qualitative treated.

The questionnaires were divided into two scales:

- Scale for the importance of statement that has three level: 1- not important, 2- important and 3-very important.
- Scale for the accuracy of the statement that also has three levels: 1-wrong/ not present, 2- partially correct/ present and 3-correct/ completely present.

This research had an aim to discover the strong and the weak points of the teachers' work and how much they redound to improving of the pupils' motivation about participating in contests, sections, optional and extracurricular activities.

The results of the research helped the teachers to see the weaknesses about the pupils' motivation and to find out on what to pay attention in future.

3. Conclusion

From the data of the research many weaknesses were noticed. The teachers should pay more attention to them. It was noticed that the pupils are insufficiently motivated for participating in some extracurricular activity within the school, because they know very little about those activities. Also, we came to conclusion that the extracurricular activities don't always match with the pupils' interests and they sometimes are hold during the regular classes. The research showed that the pupils aren't informed about the extracurricular activities organized out of the school (sports matches, cultural manifestations etc).

The self-evaluation as an innovation is a cohesion of new ideas that come on certain basis. That leads to these new ideas to become famous, to be accepted and to replace the old ones. Instead of opposing to them, we should adjust and change our opinion and to move to the future. By the help of the self-evaluation we can come to creative solutions.

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